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ABSTRACT

This practicum project addressed the need to improve antisocial behavior in disruptive elementary school children, using a skill deficit perspective. Six student participants were selected on the basis of a high number of school suspensions and their identification as disrespectful, confrontational, and self-absorbed, as well as behaviors that included classroom disruption, defiance toward adults, disregard of school rules, and aggressive confrontations. These students were at risk for academic failure and were placed in an alternative educational setting. The Responsible Initiative for Strengthening Education (RISE) program was designed and implemented to help these students choose socially acceptable behaviors over self-defeating ones. RISE included efforts to strengthen problem-solving techniques, improve social skills, strengthen academic performance, and address specific aspects of difficulty unique to each student. Parent support was also included as a program component. Surveys, behavioral checklists, and pre- and posttests indicated that the majority of students made significant progress in learning to use conflict management techniques; classroom participation became more consistent and academic performance improved. (Contains 21 references.) (EV)

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Improving the Social-Adaptive Behavior of Chronically Disruptive Students in an Elementary School Setting

ED 425 847

by
Deatema L. Abdul-Latif
Cluster 86

A Practicum I Report Presented to
the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL PAGE

This practicum took place as described.

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This practicum report was submitted by Deatema L. Abdul-Latif under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

Date of Final Approval of Report

Thrisha Shiver, Ph.D., Adviser

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I give all praises to the Creator for guiding me through this process. I am especially grateful to my parents who paved the way for my journey and my loving son, Tariq, whose invaluable service made this work possible.

Many thanks to the faculty of the Intervention Support Program for bringing forth their most positive attributes of patience, generosity, and cooperation to facilitate this project. I also extend my warmest, heartfelt appreciation to Sherry and Danielle for quietly providing assistance as I scurried about. Last, but certainly not least, I offer my sincerest gratitude to the students and staff, in that faithful old school building, for fueling my dreams.

Abstract

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This practicum addressed the need for improving disruptive, anti-social behavior in elementary children as viewed from a skill deficit perspective. Student participants had a high rate of suspensions and were codified as being disrespectful, confrontational, and self-absorbed, often displaying behaviors that included classroom disruption, defiance toward adults, disregard of school rules, and/or aggressive confrontations. These students were at-risk for academic failure and placed in an alternative educational setting as their high maintenance behavioral displays required ongoing monitoring and support.

Responsible Initiative for Strengthening Education (RISE) was designed and implemented by the writer to help students in the Intervention Support Program choose socially acceptable behaviors over self-defeating ones. RISE was developed to strengthen problem solving techniques, improve social skills, strengthen academic performance, and address specific aspects of difficulty unique to each student.

The six students who participated in the program were selected through a screening process, administrative placement, or by records review. The lead teacher completed a parent survey form, behavioral checklists, a pretest, and a posttest for each student. Documentation included comparison of the pretest and posttest, observations, reduced number of disciplinary offenses, and increased academic proficiency.

The outcome of the practicum was that the majority of the students made significant progress in learning to use conflict management techniques to improve social adaptive behavior. Classroom participation became more consistent and their academic performance improved.

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Chapter I: Introduction

Description of Community

The community is an affluent, suburban town amid the mid Atlantic seaboard. The population of the county is estimated at 899,650 persons. The racial population is delineated as follows: 81.3% European American, 8.5% Asian/Pacific Islander, 7.7% African American, 2.3% other, and 0.2% American Indian, Eskimo, and Aleut. .

The median household income is estimated at $70,000 annually and the median family income is estimated at $78,000.00 annually. The state has an unemployment rate of 2.8%. The racial population of the school system is 63.5% European American, 13.8% Asian/Pacific Islander, 11.3% African American, 1% Multiracial, and less than 1% American Indian, Alaskan, et al.

Writer's Work Setting

The public educational facility that will provide leadership in this practicum was erected in 1945 and is one of 134 elementary schools in the county.. The school mission is geared toward providing a safe, nurturing environment for its diverse student population. The instructional climate is designed to encourage independent thinking, while imparting high academic standards to all youngsters. The school embraces the philosophy that children learn best in an academically rich environment that promotes positive attitudes and stimulates their innate curiosities. A solid academic program strives to meet the individual and collective needs of its students by employing innovative strategies and interventions to meet instructional objectives. The school administration places high value on collaborative decision making and encourages participation from community members, staff, and students in program development and decision making policies.

Serving the unique needs of each student is heavily considered in developing their instructional program. Student progress is monitored regularly. Instruction and learning activities are developed with each child's individual needs in mind. Student scholarship and citizenship are recognized both in the classroom and through school-wide activities. Special activities such as daily student television broadcasts, curriculum celebrations like Colonial Days, Math-Science Technology Day, Cultural Diversity Days, a geography bee, musical concerts, and field trips provide academic enrichment while offering ways to recognize and reward students for their achievements and contributions.

The unique features of the educational curriculum include: business-school partnership with MRJ, Inc., to promote academic achievement, create a sense of community, and enhance the development of its young citizens; a spanish language enrichment program; a model technology school; a GRACE art program in which students study artists and their works and then model their artistic styles; an informal partnership with the local high school to provide student tutors and mentors; and a cultural arts enrichment program that focuses student inquiry on a different educational theme each month.

The school has recently incorporated a character education program into its curriculum, which emphasizes good citizenship and high order social skills. The school community, as a whole, is committed toward preparing students to become lifelong learners in a global society.

Writer's Role

The writer functions as a school social worker serving elementary youngsters from preschool through six grade. Primary responsibilities include: networking between the

home, school, and community; voting membership at local screening/child study meetings; and evaluation of special education candidates. The writer also provides individual, family, and group counseling. Additional responsibilities include: referrals to outlying agencies for both concrete and mental health services; case-managing multi-agency, child specific teams, and homebound services; responding to school and county-wide crises on an as needed basis; and development of special interest projects in response to the divergent needs of the student population.

Chapter II: Study of the Problem

Problem Statement

Chronically disruptive students typically become over-reactive when dealing with stress and/or anger. The problem to be solved in this practicum will work toward helping chronically disruptive students deal with stress-provoking situations in a socially appropriate manner. The operational definition for chronically disruptive students specifies students with five or more suspensions. These students were described as disrespectful, confrontational, and self-absorbed, displaying a pattern of inappropriate behavior that included classroom disruption, defiance towards adults, disregard of school rules, and/or aggressive confrontations with peers or adults.

Problem Description

Chronically disruptive students demonstrated poor impulse control and lacked internal mechanisms for managing their emotional responses. Within the 1996-1997 school year, there had been a total of 500 students suspended for aggressive, defiant, and disruptive behaviors, in the county chosen for the practicum assignment.

Aggression and violence in the public schools were increasing at alarming rates. The total student enrollment in the county public school was estimated at 144,699. Within the 1995-1996 school year, five percent of the student population was suspended for defiance and willful disobedience of school rules. Nearly 20% of these students were suspended three times. During the 1995-1996 school year, 741 students were suspended five times. County statistics estimated that one chronically disruptive student disrupts four classes per day, two times each class. In examining the educational impact of classroom

disruptions, it was projected that 395.4 school years were lost each year by chronically disruptive students.

Although violence in the schools was readily portrayed in the media, the majority of violent acts were less extreme, consisting of verbal and physical threats, shoving, and bullying. These smaller incidences consumed vast amounts of valuable instructional time as educators and students attempted to deal with poorly managed conflicts. Despite considerable research evidence indicating that constructive management of conflict increased classroom productivity, teachers were given very little training in conflict resolution.

Problem Documentation

There were three sources of information showing chronically disruptive students to be of major concern among educators. Literary studies documented the problem through research-driven reports emphasizing the incidence of school suspensions and expulsions across the nation. The county's annual disciplinary report showed an increase in suspensions due to aggressive acts. Local news media played a key role in publicizing the problem.

According to authors Gable, Bullock, and Harader (1995), 1 in every 10 students fall victim to some act of aggression. Following a two year study, the American Psychological Association Commission on Youth Violence (1993) recommended establishment of school based interventions to help schools provide a safe environment by preventing acts of aggression.

Aggression does not strike without warning. Rather, students exhibit a pattern of behaviors before an aggressive or violent event occurs. These patterns of behaviors can

typically be divided into four stages: (a) the frustration stage, (b) the defensiveness stage, (c) the aggression stage, and (d) the self-control stage, (Beck, 1985). "If student behavior is not diffused during the frustration or defensiveness stages, aggression may occur. During this stage, the student may exhibit a myriad of behaviors, including striking, kicking, or destroying property," (Myles and Simpson, 1994, p. 56).

Causative Analysis

There were at least seven recurring causes associated with disruptive and/or acting out behaviors that were cited throughout the literature. Victimization played a key role in how the child begins to exercise control in his environment. Scholars from a variety of disciplines were of similar opinion that children who were victimized generally displayed aggressive, acting-out behaviors in their social interaction. Some clinicians believed that harsh and punitive forms of discipline acted as precursors to students' use of bullying and victimization tactics.

Parental rejection was another factor associated with poor esteem and coping skills for the child with chronic behavior problems. Social scientists found a correlation between physically and emotionally absent parents and children with maladjusted behavioral patterns. The literature also cited family stressors, attachment relationships, marital conflict, and single parenting as associated with increased rates of childhood behavioral disorders.

Substance abuse was noted as a contributor to children who were emotional, high strung, and easily provoked to anger. Modeling and reinforcement had been recognized as having a marked impact on negative behavioral displays. Exposure to violence in the mass media had long been suggested as stimulating aggression among impressionable viewers.

Depression was regarded as a well known antecedent to mood instability and behavioral changes. Harsh or inconsistent discipline was also noted as having a negative impact on self-esteem and social interactions.

Relationship of the Problem to the Literature

The range of literature on school discipline suggested that the problem of chronically disruptive youth received national attention; however, it appeared that research on anger reduction lagged behind that of other emotional problems, such as anxiety and aggression.

Professionals, representing a variety of backgrounds and interests, submitted that children experienced significant psychosocial stressors that had a negative impact on their mental and physical health, and without successful coping strategies, these youth were placed at-risk for academic and social failure. It had been suggested that educators involved in facilitating special programs for these youngsters take into consideration that chronic disruptions often yield more critical problems.

Kellmayer (1996) documented basic academic skill deficiencies, chronic class cutting, and suicide attempts as common problems among chronically disruptive youth. Gable, Bullock, and Harder (1995) suggested that childhood aggression was a precursor of later adjustment problems and viewed school as the most logical setting in which to counteract the practice and reinforcement of these behaviors.

Within the research, the writer observed that school districts across the nation were disparaged by the incidence and intensity of chronic behavioral problems among school aged youth. Myles and Simpson (1994) reported that approximately three million attempted or completed assaults, rapes, robberies, or thefts occurred within school

buildings or on school property. Gable, Bullock, and Harder (1995) addressed the magnitude of the problem, stating that schools across the nation were threatened by the growing wave of physically aggressive acts and that the quality and structure of public education was endangered.

Social institutions, i.e. schools, family, communities, etc., have a shared, vested interest in the well being of children, through which their full commitment will ensure a more positive, healthy outcome for society as a whole. Johnson and Johnson (1995) encouraged institutions to focus on negotiations, the process by which persons who had shared and opposed interests work out an agreement, i.e. these resolutions may take place with conflicts of interests to strangers or ongoing conflicts with family, colleagues, and friends.

Lyons-Ruth (1996) proposed that one of the factors contributing to youth with chronic behavioral problems was directly linked to unsuccessful resolution of conflict between parents and primary care providers. Amatea (1988) argued that children's mental health problems were beyond the kinship network of the family and were resultant of the interactions of the child with key persons across various interactionary social contexts. Walters (1986) asserted that teachers sometimes contributed to discipline problems as a result of inappropriate classroom management, unclear expectations, poor instruction, and lack of understanding of students' needs.

The literature review acknowledged the multi-faceted problems of the chronically disruptive student. Petosa and Oldfield (1985) stated that children experienced significant stressors that had a negative impact on their mental and physical health, impacting their ability to make sound decisions in the face of conflict. Myles and Simpson (1994)

expounded on a range of causes, such as substance abuse, victimization, harsh, inconsistent discipline, depression, exposure to violence in the mass media, and/or extreme poverty as possible causes for student aggression. Smith and Nye (1989) emphasized lack of coping skills for children who behaviorally act out negative impulses and emotions.

There was clearly a wealth of information documenting the problems of chronically disruptive school students. Due to the large volume of information on this topic, the writer attempted to narrow the scope of this practicum to youngsters in elementary school settings.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

Improving the social-adaptive behavior of chronically disruptive students in an elementary school setting was the anticipated goal. This practicum served as an intense, supportive intervention to help students in the Intervention Support Program, also referred to as "I.S.P.," develop positive behaviors and attitudes that promote successful peer and adult relations in order to reduce the incidence of classroom disruption and lower the rate of recidivism for chronic offenders.

The practicum sought to improve the academic achievement of this at-risk population by strengthening their social adaptive behavior. The objectives projected for this practicum was for students to: identify and compare styles of responding to conflict; become aware of styles they most frequently use; develop problem solving skills as a means of dealing with conflict; learn to manage their response to stress and/or anger; identify positive support systems; and develop self advocacy skills. Once sufficient mastery of behavioral management skills were achieved, and could be demonstrated with proficiency within a base time frame, students would be allowed to return to their home school location.

Expected Outcomes

The practicum assignment was geared toward helping students understand themselves realistically in confronting and dealing with their emotions more effectively, and in developing a sense of confidence and self-control. The practicum provided parents the opportunity to participate with and support their child's developmental intervention

program. It was also structured to prepare students emotionally and academically to reintegrate into the base school.

The practicum served as a supportive intervention to help students change behaviors and attitudes. In keeping with the program's mission, the project was oriented toward helping students return to their base location as successful learners and responsible citizens.

The following outcomes were projected for this practicum:

Outcome 1: Students who have entered the program with grades "N" and "U" in social competency, will increase their quarterly grade in one of the respective areas: complies with established rules; exhibits courteous behavior; exhibits self-control; and listens to and follows directions.

Outcome 2: Students will develop coping mechanisms for dealing with stress, anger, and conflict through non aggressive means.

Outcome 3: Parent participants will: (a) become aware that stress and anxiety in the home can influence a child's day and adversely impact their academic performance; (b) develop coping strategies for dealing with stress and conflict; (c) receive information on community-based, human service agencies that are available to help them deal with existing problems and assist them with stress reduction strategies to facilitate positive relationships with their children and household members.

Results will be reflected in social interactions, peer and adult relations, grades, behavioral records, and other anecdotal information. In assessing the potency of the intervention, the writer will use interviews, narratives, field notes, discipline files, and

written records that will be compiled to draw a comprehensive picture of the program's effectiveness.

Measurement of Outcomes

The writer will use several evaluation instruments to measure the outcome of the program. First, school progress reports will be reviewed prior to the group intervention and at the completion of the 12-week program, (see Appendix A). The writer will also include weekly management records that are instrumental in reflecting academic and behavioral performances between grading periods, (see Appendix B).

The second outcome will be measured through a post-test, consisting of a checklist of 10 statements focusing on academic performance, feelings about school, stress management, and conflict resolution skills, (see Appendix C). Students will be allowed to choose from three responses (true, false, unsure). The post-test will take 30 minutes to administer.

The third outcome will include a post-interview checklist, held with each of the parents of students who complete the program. The post interview checklist consists of 5 statements which focus on the areas where change is expected as a result of parenting sessions, (see Appendix D). The time for administration of the post-test took will take approximately 30 minutes.

Chapter IV: Solution Strategy

Discussion and Evaluation of Solutions

Chronically disruptive students typically become over-reactive when dealing with stress-inducing and/or anger-provoking situations.

It had been noted that the challenge of educating today's youth in the public schools is greater than ever, (Harnish and Henderson, 1996). Increasing violence in schools was well documented (Gable, Bullock, and Harader 1995; Furlong and Morrison 1994; Myles and Simpson 1994; Soriano, Soriano, and Jimenez 1994). Moreover, the impact of these disruptions on the daily teaching and learning process and the classroom climate had been significant, (Harnish and Henderson, 1996).

There was a shared theme within the literature, i.e. psycho-social development of behavior disordered youth, the need for parenting resources, and the lack of coping skills, used to develop the practicum. In a recent article, Albert Shankar (1995), president of the American Federation of Teachers, discussed the "disruption of the many by the few" in American classrooms today. For those students who were considered disruptive and were not likely to be successful in the usual school structure, educational reforms included alternative forms of education, (Harnish and Henderson, p. 69). In fact, the 1995 Phi Delta Kappa Gallup Poll of the Public's Attitude Toward the Public Schools found that "people do not generally believe that students who are guilty of disruptive behavior or violence in school should be expelled. Instead, a majority opted for transfer to separate facilities where students could be given special attention," (Elam and Rose, 1995, p. 41).

In the past, successful alternative programs and extended pupil services programs which provided direct services to disruptive students have had to face the problem of

returning those students to their old school environments which had in part contributed to their problem behavior. Although these programs had been successful in improving the attendance, achievement, and behavior of targeted students, these improvements tended to be short-lived unless students received special follow-up services and support and returned to school with an improved instructional climate, (Walters, 1986).

Appropriate measures for dealing with chronic behavioral problems included: (a) strong consequences that deter aggressive behaviors, (b) teaching students non-aggressive responses to problem situations, (c) addressing aggressive behaviors during its early stages, and (d) offering students effective instruction and attractive educational options, (Deffenbacher, W.T., Thwaies, G.A., Wallace, T.L. and Oetting, E.R., 1990).

Method "a" was found to compromise the goals of the Intervention Support Program since it reinforced sanctions and penalties, while the program's objectives emphasize positive motivation as a means of encouraging students to choose acceptable behaviors. Methods "b" - "d" appeared feasible and the writer integrated the concepts into the program model.

Gable, Bullock, and Harder (1995) related biological, constitutional, and child rearing problems as linked to every case of childhood aggression. Lyons-Ruth (1996) offered a model of etiological contributors to aggressive behavior disorders. In developing an individualized service plan, educators should thoroughly examine student service records, giving particular attention to the sociocultural assessment, a valuable tool for understanding the "whole" child.

Description of Selected Solutions

The literature offered practical solutions to address aggressive and violent behaviors in children. Amatea (1988) stated that the major methods of change involve helping those with chronic disruptions substitute different solutions from the original ones that are maintaining the vicious circles of behavior. Black (1994) suggested that the key to effective conflict management is student involvement, that is having children invest in their own healing process through the use of conflict management programs geared to help students find peaceful ways of dealing with disputes.

Gable, Bullock, and Harder recognized social, cognitive, language, academic, and economic difficulties as correlating with aggression in children and youth, stressing the need for broad-based, transdisciplinary treatment, within and across treatment settings and providers, i.e. regular educators, special educators, speech-language therapists, and mental health providers.

In examining preventative strategies for reducing school violence, educators must begin to develop system-wide policies and procedures to effectively meet the needs of aggressive and violent students. Serving these children and youth in various school settings requires consideration of broad-based policies that stretch beyond the student's immediate classrooms. Appropriate measures may necessitate a full continuum of educational, mental health, and other services, as well as an avenue for facilitating parent and family involvement. It had also been recommended that a school-based case manager be assigned to work with aggressive and violent students.

The purpose of this proposal was to address the concern of chronically disruptive students within elementary school settings. According to the writer's records for the

1996/1997 school year, there was strong evidence that students who present as chronically disruptive experience significant academic problems. Many of these students received "N's" and "U's" in major subject areas. Most of these students did not have effective coping skills for dealing with the stress they experienced in their lives. This low threshold may be based on a variety of factors, i.e. absent or inconsistent discipline styles; inappropriate modeling; inconsistent parenting styles; stressful household situations, etc.

Parents of these youngsters were often overwhelmed with the daily challenges and rigors of their own adult responsibilities. Consequently, this proposal offered elementary students and their parents the opportunity to receive information through community based organizations, as well as direct and systematic teaching that considers social and developmental theory in the affective, cognitive, and psycho-motor domains.

With the premise that learning should be sequential and linked to community goals, this practicum served to promote social and academic adequacy. The group sessions were enjoined to build children's awareness of themselves and the world around them, strengthen self esteem, and increase self-control. It was also developed to help them learn to respect the rights of others and assist them in developing a sense of responsibility for their actions.

The practicum was student focused, emphasizing encouragement and positive reinforcement, offering alternative ways of managing anger, using self-empowerment strategies, non-violent and solution oriented behaviors. Chronically disruptive students are frequently exposed to harsh realities that reflect in their day to day interactions and may best be served in a supportive, caring environment that is sensitized and responsive to their special needs. In order to achieve optimal results, students should be provided a

nurturing educational environment that provides firm limits and positive opportunities for success. This setting should consider the origin of the problem behavior and offer strong emotional support to help guide the student toward managing stress and/or angry emotions.

The writer assumed responsibility for providing direct services to a group of chronically disruptive students in an elementary school setting using a social skills curriculum to build children's self esteem, self-control, respect for the rights of others, and a sense of responsibility for their actions. The social skills curriculum was designed to encourage positive social interactions and stress effective problem solving skills through modeling, role playing, discussion of performance, and use in real life situations.

Report of Action Taken

The writer followed the 12-week calendar plan as presented below. RISE and Shine was the motto for the support group. The acronym stands for the Responsible Initiative for Strengthening Education. The RISE concept is borrowed from the scientific process of photosynthesis. Assuming that the basic elements are in place: soil, seed, and water—the sun acts as an energizing force that helps the seed to bloom, grow, and lift itself toward the source of inspiration—the light! Plants are living organisms that are dependent on the environment for sustenance, as are children. If an atmosphere is created where children are placed with nurturing care providers, there may possibly be a period of uplift during their day—enough to help them make it, pull through, bloom, and flourish. Such, is the purpose of RISE.

The writer developed a social skills curriculum, based on the model presented by Begun (1995). Sessions were structured in a group format, as a means of providing a

supportive outlet for students in the Intervention Support Program. The school guidance counselor provided individual counseling with each child and the group was felt to be an added feature of therapeutic intervention, providing a safe environment for the children to share feelings and concerns, as well as bring forth topics of interest to them.

The practicum was implemented in a three month time frame. Preplanning activities included: review of conflict resolution and behavioral management programs for elementary age students in preparation for designing a counseling model; interview of targeted students; designing a counseling model for elementary age students with chronic classroom disruptions, which included a parenting component addressing conflict resolution and stress management skills.

The writer consulted with school administrators about practicum plans; created a contract for participants to sign documenting their willingness to improve their behaviors and attitudes; compiled a list of community service resources for parents; and distributed parent permission slips for program participants.

New in its inception, the Intervention Support Program was piloted in the 1997-1998 academic year. Due to the range of familial problems, instability within the student's homes, mental health concerns, court involvement, and parents' resistance to the program (some viewed it as a stigma and appealed the school administrator's recommendation), a few of the students chosen to participate were: temporarily placed in the program pending diagnostic evaluation; had to leave abruptly due to family emergency (i.e. parent's incarceration); or were non-participatory. In terms of a concrete count, six students were provided intervention, but only four completed the program. In retrospect, the RISE initiative is felt to have been a positive experience for all of the students involved. In view

of the systemic and innate complexities within each child's life, the group may not have been as effective had it served more than six students at one time.

Evidence that RISE fulfilled the goals and outcomes of the practicum was to be determined when members with grades "N" and "U" in social competency increased their quarterly grade in one of the respective areas: complies with established rules; exhibits courteous behavior; exhibits self-control; and listens to and follows directions.

The social skills group consisted of male children from diverse ethnic backgrounds (grades K- 6) who had been exposed to aggression in their homes/neighborhoods and/or incarceration of immediate household members. Those who did not meet this criteria, witnessed domestic conflict between parents, were CPS involved, experienced poor economic conditions, and/or were engaged in therapy for depression and acting-out behaviors. All were considered at-risk for academic failure. All were chronically disruptive in class.

The practicum served as an intense, supportive intervention to help these students change behaviors and attitudes. The educational component stressed conflict resolution skills; violence prevention, stress and anxiety reduction; goal setting; and self-discipline techniques. In keeping with the program's mission, the project was oriented toward helping students return to their base location as successful learners and responsible citizens. The writer assumed the role of case manager for all students. A collaborative approach was taken, involving the input of the lead teacher, the instructional aide, the learning disability teacher, the guidance counselor, and school administrators. Weekly planning meetings were held with the interdisciplinary team. Student progress was monitored and behavioral objectives identified.

The parent education component was held individually as all of the parents had inflexible employment situations. Due to the severity and frequency of their children's behaviors, they had spent a great deal of time away from their jobs to handle the crises that developed at the schools. Most of the parents felt that they would jeopardize their employment status with additional absences. The writer compromised the initial plan for group meetings by allowing the parents to attend at least three workshops with the team of school-based guidance counselors who held weekly parenting seminars during evening hours.

Individual conferences were held at the school. The first conference was conducted at the point of intake. Telephone contacts were made throughout the school year. Formal conferences took place during the practicum and were typically held around emergency concerns, i.e. parents violation of attendance mandates, student infractions, and/or CPS involvement to address the use of physical force demonstrated by the parent or careprovider, i.e. hitting, beatings with objects, or striking with a closed fist when children were non-compliant with behavioral expectations.

Discussions were held on ways to manage anger and stress. Parents were provided a parenting guide handbook that listed resources, referrals, and human service providers from which to seek professional help when confronted with overwhelming situations. Ongoing support was to be provided at the school level from clinical staff. The writer identified an open-access policy, through which emergency services would be provided on demand.

During one of the emergency meetings, a rather frustrated mother indicated that she found her impulsive son's "back talk" to be unacceptable. This parent would

frequently use beatings as a way of curbing her youngster from speaking out. As the elder, she felt that her authority had been undermined when protective services were called to intervene. This mother had a documented history of abusing her children. In fact, all five had been removed from her care when she failed to use the parenting strategies learned, in a court-mandated, parenting class, and continued to unleash her angry emotions onto the children. During the latest incident, the writer along with the Child Protective Service worker explained various disciplinary techniques that could be used to illicit desirable behaviors from her son. The emphasis was placed on non-violent strategies. A written contract was drawn and signed with the mother agreeing to refrain from striking her children. A parent support group was recommended, along with community resources identified as sensitive to her cultural background. A period of monitoring was enforced by the CPS worker.

While face-to-face interviews allowed the parents to talk about their problems openly and generated free flowing conversation, parents did not seem amenable to participating in a support group. Time constraints imposed by employers was the most arguable defense against meetings. It should be noted that all parents, of students who completed the program, had at least four minor children living in their care and had limited free time available.

Throughout the twelve weeks of implementation, the worker met with all four parents on at least four different occasions. At least two of these meetings were planned collaboratively among I.S.P. faculty. The more random meetings proved very fruitful, allowing impromptu discussion of the child's progress and presenting opportunities for the

parents to present up-to-date information, i.e. change in medication or family situations impacting the child's mood or performance.

During individual sessions, a few parents shared that they were very overwhelmed with the rigors associated with their parenting experience. Most of these families had experienced severe traumas and losses. They were trying to hold it together, but the impact had a crippling effect on their ability to provide strong leadership, and their children were bearing the weight of the family dynamics.

The social skills curriculum was reviewed with the parents. They, in turn, were encouraged to learn and apply concepts in their home settings. Townsend (1994) strongly urged educators to involve family members in social skill instruction. In this way, the children would have an opportunity to use and practice the concepts in other settings.

As an added feature to the social skills curriculum, the writer distributed a weekly parenting topic that was issued through the children's correspondence folder. The topics covered a wide range of subjects. The skill areas were dispersed over a twelve week interval and distributed as follows:

Week 1- The ABCs of helping your child.

Week 2 - Being a parent is difficult (help line resource for parents/caregivers).

Week 3 - Coping with the stress of parenting.

Week 4 - Discipline tips.

Week 5 - Eight ways to praise your child.

Week 6 - Motivating your child to succeed.

Week 7 - Parents + Students + School = Success.

Week 8 - Plain talk about handling stress.

Week 9 - Quickie Qualm Quieters (Stress Reduction Exercises)

Week 10 - Relaxation Techniques

Week 11 - Stress & Tension Relievers

Week 12 - Summer Activities

The hand-outs were made available in English and Spanish. The reading was very simplified and was designed to be user friendly. The material had been gathered from the Parenting Education Center in the writer's school district and was approved for distribution through the school principal.

As a final component of involving parents, the writer organized an open house, where parents and caregivers were invited to the Intervention Support Program to meet the classroom teacher, tour the facilities, speak with support staff, and assess their child's educational progress. Refreshments were served and a small complimentary package was given to each attendant. The goody bag consisted of booklets: on balancing work and family, breaking the cycle of child abuse, child supervision guidelines, dealing with stress, as well as information on a child's emotional health. Gifts were placed in each of the bags to help remind parents that they are important and appreciated in their child's life. Aromatherapy was encouraged as a way of calming and dispelling stress. The writer issued a decorative vase filled with potpourri to each parent. Each package contained a framed picture of their child. In addition, the children designed a special gift for their parent.

The student social skills curriculum was presented in a group format. Each participant was expected to contribute to the topic under discussion. The calendar plan is outlined as follows:

Week 1

This session focused on introductions, establishing rapport, and discussing the purpose of the behavior management program. All students were encouraged to talk to their parents and/or caregivers about any concerns they may have.

The writer distributed teacher narratives to the instructors of student participants. Grade reports and student discipline files were also reviewed. The writer had students participate in a get acquainted activity. The guidance counselor (co-facilitator) showed a film that dealt with bullying and victimization. The subject matter was very poignant and was successful in capturing the students' attention. At the conclusion of the film, one of the students spoke openly about being the victim of teasing at his previous school.

Discussion followed. Students were advised of ways to identify adults who could potentially help them if they were threatened, placed in a dangerous situation, or felt afraid that someone would harm them. They were also encouraged to be self advocates. The local child protection bureau was identified. A help-line resource was given.

Week 2

This meeting focused on identifying feelings within one's self and with others. Feeling words were explored, i.e. happy, sad, angry, embarrassed, depressed, proud, guilty, and frustrated. Students were encouraged to listen to the tone of voice, watch facial expressions and body gestures to understand the feelings in a message. A role play exercise was used to illicit responses from students using the following situations: A

student who was teased about the way she came dressed to school; A student came in last in the school's play day race; and A student spilled his lunch in the cafeteria.

The students were delightful participants in the role play exercises. They were able to identify with characters in the scenarios and were able to relate the concepts to personal experiences. One youngster was very engaging and replied thoughtfully over the questions raised during discussion. Another youngster gave off-the-cuff comments and seemed uncomfortable with the whole feelings concept. The more uncomfortable he became, the more apt he was to make silly comments. It appeared that this student was not encouraged in his home environment to share opinions of how he feels and has learned to compensate by shrugging off the unnecessary emotions and acting-out when he becomes upset or irritated.

Week 3

This session focused on self respect and respect for others. Respect was defined as behavior that is kind and courteous. This can be demonstrated individually, reflected in the way a person carries him/herself, and should be practiced with others. Students were reminded to use "please", "thank you", and "may I." They were also asked to request permission if they would like to borrow something.

During session 3, students participated in an art therapy project, constructing a collage to represent their individualized concept of self respect and respect for others. The writer found this particular lesson to be very stimulating. The children seemed to enjoy the whole mechanics of cutting, pasting, and assembling their collages. It became very interesting that one student in particular focused on shooting, anger, and weapons throughout the project. His presentation took on a theme of violence. While this student

is generally courteous, it appears that his history of abuse and exposure to domestic violence situations have led him to suppress his more hostile emotions. This student was identified for the program due to impulsivity and inattention to task that functions to disturb those around him. While he is not generally viewed as an aggressive child, he can become quite obstinate when he is challenged academically.

Week 4

This session emphasized self control and self discipline. Students were taught appropriate behaviors that are necessary to promote a positive classroom environment. Self-control was defined as remaining calm under stress and excitement. Students were encouraged to: stop and think about the situation that was stress provoking; count to ten while trying to remain calm; decide what to do next; and act in a peaceful manner.

They were also asked to:

- Think about the consequence of accepting or refusing a request.
- Make a decision if you can accept a request.
- If not, tell the person "no" politely and in a positive manner.
- Tell the person why you can't do what he/she asked.

The writer modeled the skill by refusing a student's request to play a game before the work is finished and then reversed the roles by having a student politely refuse the same request by the teacher. The writer then presented the students with role playing situations that enabled them to practice the behavior.

The students seemed to enjoy the role play exercises. In fact, they were very dramatic and demonstrated a full range of affects while enacting different situations. More importantly, they were able to grasp the skill topic, which was basically presented to

help them identify self-control and self-discipline as strategies toward self improvement. All of the group members were easily distractible and highly impulsive. The classroom will serve as a testing ground to see if they are implementing their newly acquired strategies for success.

Week 5

This meeting was designed to improve the student's image of him/herself. Students were encouraged to think of something they like about themselves and to discuss ways that they are special or unique. The behavioral objective was geared toward helping students develop and/or strengthen their self-worth concept.

An exercise was introduced allowing each student an opportunity to Toot Their Own Horn, using a fun poster that highlights their positive attributes, special talents and abilities, and unique characteristics. The students were highly participatory throughout the session and all had some unrecognized accomplishment that they were bursting to tell. This activity seemed to build respect between the children. They enjoyed talking about themselves and seemed genuinely happy at the conclusion of the exercise.

Week 6

This session emphasized goal setting. Students were introduced to the value of setting goals, aimed toward achieving specific outcomes. Students were encouraged to think about things that need to be done at home or school. They were then asked to choose a goal and decide how it can be reached. As part of the goal assignment of the day, students were asked to deliver a letter home to their parents explaining the direction of the group meetings and highlighting some of their learning activities.

Weekly goals were integrated into the children's instructional curriculum. Each week students were required to identify an area of improvement. The specific objective, i.e. Raise My Hand Before Speaking, was posted on the upper right hand corner of the student's desk and must be practiced throughout the week. At the week's conclusion, the student earned a treat for obtaining that goal. The intangible reward was gained through personal satisfaction at having met the accomplishment. The tangible reward was given at the end of the week with an accumulation of minutes that pooled into the class Preferred Activity Time, where deserving students were allowed to spend their time on a favorite classroom activity.

Week 7

This session focused on dealing with prejudices. The writer defined prejudice as differences existing between people that are not acceptable to others. A discussion was facilitated about the relevance and benefit of the skill topic. Students were advised that it is important to display tolerance for an individual who has characteristics different from our own by accepting him/her without derogatory comments or actions. The students were asked to participate in a discussion on individual physical differences and similarities. Special emphasis was placed on respect and positive qualities of all human beings.

An activity sheet was distributed. Students were asked to describe how people are alike and how they are different. The students completed the worksheet independently. They were then asked to share information with other group participants.

The students recognized that they are all boys. They also identified the range of ages, sizes, and skin colorings. Surprisingly, they were very mature in their observations. Throughout the discussion, they remained respectful toward each other. Their classroom

bond seemed to have developed into a fraternal-type relationship. It was very pleasing to observe.

Week 8

This session focused on appropriate emotional responses when confronted with anger provoking situations. The behavioral objective was geared toward helping the student express anger with non aggressive words rather than physical actions or aggressive words.

The writer reviewed the concept of self-control, defining it as necessary to control anger to prevent destructive behavior and to reinforce and resolve conflicts in a non-violent way. Think topics were introduced, as well as some role play exercises. Students spoke freely about situations at their home and school that provoked anger.

One of the newest members of the group regarded violence as a way of dispelling anger and keeping others from bothering him. This student frequently spoke of shooting people who were perceived as aggressors. Having been exposed to fatalities in his family, resulting from conflict within his old neighborhood, the student appeared desensitized to any type of violence, the most harmful being the killing and maiming of others. The writer encouraged his single-parent mother to seek individual and family therapy for her youngster. It was generally felt that school-based interventions should complement the more substantial involvement of a clinical agency.

Week 9

This meeting focused on peer pressure. The writer discussed the idea of independent thinking which takes into account the concept of fairness. Students were shown that following the crowd often leads to inadequate thinking and can lead to

unexpected consequences. The writer defined negative peer pressure and discussed: appropriate versus inappropriate behavior; why students should use appropriate behavior; and the consequences of inappropriate behavior.

Skill components included: Distinguishing between right and wrong; deciding a course of action; ignoring inappropriate peer pressure; and asking for help when it is needed.

While students were able to understand the topic and began the session by following the discussion appropriately, they began to lose interest and strayed to more humorous type dialogue. The writer redirected the students to task, encouraged them to "sit up nice and tall" and focus on the topic and their role play activity. This skill topic will be reviewed at a later date, using puppets theater as a way of helping students demonstrate their understanding.

Week 10

This session emphasized effective coping strategies in the midst of conflict or difficult situations. The writer discussed the need to be able to solve problems; why we need this skill; and what might happen if one does not or is unable to solve problems. Students were given a selection of problem situations. They were then asked to identity the problem, think of ways to solve it, think about the consequences involved, and choose the best solution.

A video tape was reviewed on how to deal with conflict in school. Students focused on conflict resolution skills. The writer led a discussion on the positive and negative value of conflict. Group participants were asked to share their observations of how conflict can be used to resolve differences of opinion.

The students became highly engaged during discussion and brought forth very interesting perspectives. One student stated that he often feels devalued by his mother. When presented with differences of opinion at home, he was made to follow the directions of his parents without regard for his feelings. He felt very conflicted around loyalty to his mother, who would use aggressive force when dissatisfied with his behavior, versus protecting himself against her anger by telling an adult authority figure outside the household.

One of the group members suggested that he moderate his voice when trying to negotiate with his mother so that his tone would not seem disrespectful. Another student stated that he should try to avoid conflict by waiting a period of time, so that everyone could have a cooling off period. The co-facilitators suggested ways that he might solicit outside intervention to support his mother with problems she was experiencing, while getting help for himself when needed. Group input appeared to make the youngster feel that his thoughts and feelings were valued. It also gave each youngster an opportunity to look at alternative ways of handling a real-life conflict.

Week 11

This meeting focused on change as a natural part of life, emphasizing the need for adapting to new or unexpected situations. The behavioral objective was geared toward helping the student understand and accept changes whether good or bad. When the student learns to accept changes, it will help to prepare him/her for a better life in the future.

Students were guided on a nature walk to observe environmental changes. The writer encouraged discussion to promote awareness and free flowing conversation on the

positive and negative effects of change, using seasonal patterns as nature's way of preparing us to adapt. This session was particularly difficult for a student who was having a tough time leaving the structured support of the I.S.P. This student is in the sixth grade and was having to prepare himself emotionally for entering the base middle school. His social skills were very weak and he did not know how he would fair in a new school. Some of these concepts were raised during group. The youngster responded flippantly and stated that he was not concerned. However, his body language revealed some degree of uncertainty. At the time of this writing, it had not been determined whether he would actually return to a mainstream environment. There was an array of opinion, among the school staff, as to whether he would be more appropriately served in an I.S.P. middle school environment versus placement in a general education setting.

Week 12

Review of Social Skills & Termination - The writer briefly reviewed each of the topics discussed in previous weeks. A closing ceremony earned each of the participants a Responsible Citizen Award, verifying their successful completion of the program. Students completed and terminated the group. A goody bag was provided to parents of group participants, consisting of community resources, successful parenting tips, information on stress busters, and fun activities for parents and children.

The writer administered the post-test and distributed teacher narrative forms to instructors of group participants. Student report cards and discipline files were reviewed to determine their academic performance.

Chapter V: Results, Discussions, and Recommendations

Results

Elementary students in the Intervention Support Program were exposed to family, environmental, and situational difficulties that negatively impacted their social-adaptive behavior and, consequently, their academic performance. The goal of this practicum was to improve the social-adaptive behavior and academic functioning of children in an Intervention Support Program for elementary students classified as chronically disruptive. The writer considered social and developmental theory in the affective, cognitive, and psycho-motor domains, in designing and implementing the Responsible Initiative for Strengthening Education, also referred to as RISE.

The solution strategy selected consisted of a 12-week social skills group for elementary students along with a parenting education component. The following outcomes were projected:

Outcome 1: Students who have entered the program with grades "N" and "U" in social competency, will increase their quarterly grade in one of the respective areas: complies with established rules; exhibits courteous behavior; exhibits self-control; and listens to and follows directions. This outcome was not met. An analysis of the progress reports of the four participants showed that the student behaviors measured consistently between grading periods.

Outcome 2: Students who participate in RISE will develop coping mechanisms for dealing with stress, anger, and conflict through non aggressive means, as measured by the posttest was met.

Table 1

Pre- and Posttest Responses to Behavior Management Questionnaire

Item		Response	n
7.	Students need counseling in school	Yes	4
	to help with difficult situations.	No	0
		Unsure	0
8.	The way to handle conflict with others	Yes	0
	is to use physical force.	No	4
		Unsure	0
10.	I know how to deal with conflict in	Yes	4
	schools that arises between me and my	No	0
	classmates or involve and other students.	Unsure	0

Note. n = 4

Outcome 3: Parent participants will: (a) become aware that stress and anxiety in the home can influence a child's day and adversely impact their academic performance; (b) develop coping strategies for dealing with stress and conflict; (c) receive information on community-based, human service agencies that are available to help them deal with existing problems and assist them with stress reduction strategies to facilitate positive relationships with their children and household members. An analysis of the post interview with parents data indicated that all parents felt that all three components of outcome 3 were met.

Table 2

Post Interview with Parent Data

Item		Response	n
1.	Day to day interactions between family	Yes	4

	or household members can impact a child's	No	0
	social and academic performance.	Unsure	0
3.	I have a list of community based resources	Yes	4
	I will call if I or anyone in my family needs	No	0
	help with a problem.	Unsure	0
4.	I have discovered new ways of dealing	Yes	4
	with stress and anxiety.	No	0
		Unsure	0

Note. n=4

Discussion

Midway through the practicum implementation, students began to identify their weekly goals, which usually pertained to some aspect of behavioral improvement, and would strive toward meeting it in anticipation of a treat or reward at the end of the week—usually taking place on Fun Friday as "PAT" time or Preferred Activity Time. The children began to develop self-control and were learning to verbally express negative emotions. They had also developed the routine of writing out inappropriate actions when sent to the "Think Tank," a time-out area sectioned off in the classroom. The kindergarten student, who was a pre-emergent writer, had developed the capacity to talk about his behavior and had been allowed to draw what happened during a particular incident, and tell how the situation might have been better handled.

All students were beginning to identify stress provoking situations and were learning effective ways of dealing with anger and/or conflict. Their social skills were

improving and academic progress had been noted. Behaviors and attitudes were slowly changing. The students, at varying times, had demonstrated a strong-willed resistance to their instructors and had a tendency to challenge adult authority.

The kindergarten student showed erratic performance during the last four weeks of the practicum's implementation. Within this time frame, physicians had taken him off his medication to determine how his classroom performance would be affected if it were not administered. His teacher noted a great degree of upset during this period, reflecting in his moodiness, impulsivity, lack of compliance and lethargy during class.

According to the most current progress report, student behaviors remained consistent across grading periods. However, when analyzing the Weekly Management Record, it was clear that student's had made strides in recognizing their inappropriate behaviors and had been making efforts toward improvement.

The newest member of the group had not had ample time to internalize the goals set forth in the practicum and was just becoming acclimated to the day-to-day structure of the program. The two other students were developing good interpersonal skills that reflected in their weekly management record. While they had fluctuations in their ability to meet classroom goals, they demonstrated a receptivity toward learning. The classroom teacher and guidance counselor genuinely felt that they were making progress toward meeting behavioral objectives.

At the conclusion of the practicum, the lead teacher reported that the group decreased in total behavioral problems. As a whole, group cohesiveness strengthened and students increased their ability to practice appropriate social skills within their peer

group and with their adult teachers. During classroom lecture, students demonstrated a reduced rate of acting out behaviors and were able to sustain longer attention to academic tasks. Impulsivity decreased with students applying self-discipline techniques. Students chose to modify their inappropriate behavior when it was pointed out to them, rather then allowing their activities to escalate to the point that they were required to go to the Think Tank, an isolated area in the classroom where they were required to acknowledge, reflect and write out the classroom infraction.

Students felt better equip to deal with stress and conflict. They displayed a sense of confidence in coping with difficult situations. This is demonstrated by the responses given on the posttest. Students identified that they sometimes required help in dealing with difficult situations. All acknowledged the school guidance counselor could assist them. Students responded that physical force was not the way to handle conflict. They also felt that they were aware of other ways of dealing with conflict between them and their classmates or between them and other students.

Parents developed an understanding of how household interactions between family or household members can impact a child's social and academic performance. They each indicated that they were aware of community based support that was available to them, if they were faced with a problem and required help. Each parent indicated that they had discovered new ways of dealing with stress and anxiety.

Despite the wide range of supports made available to the families involved in the program, one child was removed from his home based on allegations of child abuse. The youngster, a fourth grade learning disabled student, was mentioned previously as having

had a history of abuse. His mother, a repeat child abuse offender, had had her final warning two months prior to his removal. This situation was heart-wrenching to the staff and to the students in the program. In fact, a special meeting had to be called with his classmates to process some of the feelings they were having about "his being taken away." The children had witnessed the social workers coming to the class and had overheard some of the conversation. They were very impacted by the scene and were concerned about their classmate. In spite of the unfortunate circumstances, the social workers were able to identify a foster home near the school and the student was expected to remain within the school placement.

Recommendations

The following recommendations can be used in the writer's work setting:

1. School-based support staff may do well to pre-plan ideas before subscribing to any one social skill model.
2. Due to the intricate social needs that each child presented, the writer recommends that the case manager work solely with this population of children (rotating between the elementary, middle, and high school) as their special needs frequently require on the spot attention.
3. The students identified to participate in the Intervention Support Program presented severe social-emotional deficits. Given the goal of the program, it would appear that a comprehensive service delivery model would be the best form of intervention for these youngsters.
4. In refining the model, the writer would suggest expanding the social skills

curriculum so that students would meet over a longer period of time.

5. The writer will also consider working with the parents and/or caregivers for a six week period before attempting a therapeutic support group. This approach may serve to establish rapport and build trust between the client and social worker; thereby facilitating future efforts toward implementing a support group network.
6. The Parenting Skill Topics will be introduced at the beginning of the school year and distributed weekly.
7. The clinician should give careful regard to collaborative decision making. The input of the program staff is a valuable component in the social skills model, particularly when modeling and reinforcement is required across domains, i.e. classroom, home, and community.
8. Students returning to their base school should be given follow-up services and support.

The rationale behind the proposed changes are based upon the following considerations: the facilitator's efforts may be optimized by following an action-driven research strategy, consisting of identifying their at-risk population, researching a body of practical theory, brainstorming ideas, developing a plan of action, obtaining permission, bringing the plan to fruition, collecting data, taking reflective time, and analyzing the data.

In implementing the practicum, the writer added this rather small group of youngsters onto a pre-existing caseload, yet it was very difficult to attend to their

diverse range of needs, particularly during times of crisis, i.e. students absconding from school building, requiring police surveillance.

As it stood, the lead teacher took the responsibility of networking with human service providers, external to the school building. Once the I.S.P. popularizes and student enrollment increases, the instructor will not have time to make those type of contacts.

RISE is believed to have had a positive impact on group constituents. The social skills curriculum was helpful and the students seemed to look forward to the sessions. The behaviors demonstrated by the students reflect, in many instances, a life long process of socialization where they have been conditioned to respond in a particular manner. The writer strongly recommends an extended social skills curriculum, beyond the 12 week plan implemented in the practicum.

The initial proposal included a support group for parents to learn new skills and share experiences with other parents who had similar types of concerns. While it was generally conveyed that parents' employment schedule was inflexible, it is assumed that there was some degree of discomfort in meeting in a group format, particularly since most parents were new to the school building. In absence of a support network, the parent skill handouts were viewed as a valuable supplement to the student sessions and the weekly distribution was found to be an efficient means of communicating ideas, tips, and strategies for effecting parenting.

Finally, by offering extensive follow up to exiting students returning to their base school, it can be expected that the students will receive the services and support

necessary to maintain their academic and social proficiency.

Dissemination

Practicum results will be shared with social work colleagues and school-based service providers. The Intervention Support Program has a range of stakeholders that are vested in the success of its implementation. During its three year trial, it can be expected that Area administrators, school board members, child advocacy groups, and parents of student participants will tract its progress, giving careful regard to its strengths and weaknesses. Project RISE may assist local decision makers in considering the available resources that are within hands reach—right in their own school buildings.

During the implementation phase, the lead teacher was very pleased with the range of interventions supplied to the I.S.P. students and families. She requested that the writer attend a joint meeting of countywide I.S.P. specialists to offer practical advise on how to provide direct services to this special population. The writer plans to give an overview of the findings at the next staff meeting and offer a basic outline to help structure activities around the social skills curriculum.

The writer also plans to condense the report and submit the findings to local publications so that neighboring school districts, facing similar problems, may replicate the model in their education facility. The Virginia Journal of Education has encouraged the writer to submit material on I.S.P. and RISE. Plans are being made to undertake this effort.

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APPENDIX A

A SAMPLE OF SCHOOL PROGRESS REPORT

SS/SE-53A (7/92) **A**

ELEMENTARY SCHOOL PROGRESS REPORT

EXPLANATION OF MARKS

- **A** EXCELLENT
- **B** ABOVE AVERAGE
- **C** AVERAGE
- **D** BELOW AVERAGE
- **U** UNSATISFACTORY
- **O** OUTSTANDING
- **G** GOOD
- **S** SATISFACTORY
- **N** NEEDS IMPROVEMENT

ATTENDANCE REPORTING PERIOD	1	2	3	4	TOTAL
DAYS ABSENT					
DAYS TARDY					

MARK APPROPRIATE BOXES	REPORTING PERIOD	1	2	3	4	FINAL
ART	ACHIEVEMENT					
	EFFORT					
HEALTH	ACHIEVEMENT					
	EFFORT					
LANGUAGE ARTS — ORAL COMMUNICATIONS	ACHIEVEMENT					
	EFFORT					
LANGUAGE ARTS — READING	ACHIEVEMENT					
	EFFORT					
LANGUAGE ARTS — SPELLING	ACHIEVEMENT					
	EFFORT					
LANGUAGE ARTS — WRITTEN COMMUNICATIONS	ACHIEVEMENT					
	EFFORT					

MARK APPROPRIATE BOXES	REPORTING PERIOD	1	2	3	4	FINAL
MATH	ACHIEVEMENT					
	EFFORT					
MUSIC — BAND	ACHIEVEMENT					
	EFFORT					
MUSIC — GENERAL MUSIC	ACHIEVEMENT					
	EFFORT					
MUSIC — STRINGS	ACHIEVEMENT					
	EFFORT					
PHYSICAL EDUCATION	ACHIEVEMENT					
	EFFORT					
SCIENCE	ACHIEVEMENT					
	EFFORT					
SOCIAL STUDIES	ACHIEVEMENT					
	EFFORT					

CITIZENSHIP AND STUDY SKILLS

Accepts Responsibility							Listens To and Follows Directions					
Complies with Established Rules							Organizes Materials					
Exhibits Courteous Behavior							Respects Personal and School Property					
Exhibits Self-Control							Uses Time Constructively					
Follows Through on Assignments							Works and Plays Cooperatively					

TO BE COMPLETED AFTER FINAL REPORT | Teacher's Signature | Date: | See separate sheet for

BEST COPY AVAILABLE

APPENDIX B

A SAMPLE OF THE WEEKLY MANAGEMENT RECORD

Name _____

Class of Success - Weekly Management Record

Date _____

Subject	Schoolwork Current	Followed Directions During Task	Class Participation	Showed Respect During Task	Homework Current	Weekly Grades	Teacher Initials After Weekly Conference	Assignments Missing
Reading								
Spelling								
Writing								
English								
Handwriting								
Math								
Social Studies								
Science								
Health/P. E.								
Social/Life Skills								
Group Counseling								Teacher Comments
Technology								

Lunch Behavior Positive this week: yes ___ no ___

Bus Behavior Positive this week: a.m. _____ p.m. _____

Attended School _____ out of _____ days this week.

Has met the dress code _____ out of _____ days this week.

Had necessary supplies _____ out of _____ days this week.

Think Tank visits: a.m. _____ p.m. _____ this week.

Parent Signature _____ Date _____

Comments: _____

√+ = Satisfactory

√− = Needs Improvement

I = Incomplete

X = Not covered or worked on by class

BEST COPY AVAILABLE

Character Building	M	T	W	TH	F
Attendance					
Followed Dress Code					
Followed-Class/School Rules					
Positive Attitude Displayed					
Home Assignments Current					
School Assignments Current					
Bus Behavior					
Supplies					
Organized Work Area					
Took Pride in Work					
Used Time Wisely					
Showed Honesty					
Earned PAT					
Met Daily Goal					
_____				_____	
_____					

Daily School Notes (Tell about your day.)

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

This is how I rate myself. Academically (classwork) _____. *Socially (behavior)* ___

Something I did well this week was _____
This is how I accomplished this so well _____

Something I need to improve _____
This is how I will improve. I will _____

MS. COLLIER'S SIGNATURE _____
Comments

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APPENDIX C

PRE-TEST/POST-TEST WITH STUDENTS

Behavior Management Program

Pre-test Post-test

Date:

Age:

Grade:

1. When I am angry or upset, I have a difficult time paying attention to my school work.
Yes_____ No_____ Unsure_____

2. I earned an "N" or "U" in one or more subjects on my report card last grading period.
Yes_____ No_____ Unsure_____

3. When I get poor grades, I feel bad about myself
Yes_____ No_____ Unsure_____

4. My teachers are concerned about me.
Yes_____ No_____ Unsure_____

5. I like school.
Yes_____ No_____ Unsure_____

6. Most students get along well.
Yes_____ No_____ Unsure_____

7. Students need counseling in school to help cope with difficult situations.
Yes_____ No_____ Unsure_____

8. The way to handle conflict with others is to use physical force.
Yes_____ No_____ Unsure_____

9. Parents need help to deal with stress and conflict.
Yes_____ No_____ Unsure_____

10. I know how to deal with conflict in schools that arises between me and my classmates or involve me and other students.
Yes_____ No_____ Unsure_____

APPENDIX D

POST INTERVIEW WITH PARENTS

POST INTERVIEW WITH PARENTS

1. Day to day interactions between family or household members can impact a child's social and academic performance.

   Yes_____ No_____ Unsure_____

2. My relationship with my child has been enhanced since I became aware that the home environment can influence my child's day.

   Yes_____ No_____ Unsure_____

3. I have a list of community based resources I will call if I or anyone in my family needs help with a problem.

   Yes_____ No_____ Unsure_____

4. I have discovered new ways of dealing with stress and anxiety.

   Yes_____ No_____ Unsure_____

5. My child's overall attitude toward school has improved since receiving group counseling.

   Yes_____ No_____ Unsure_____